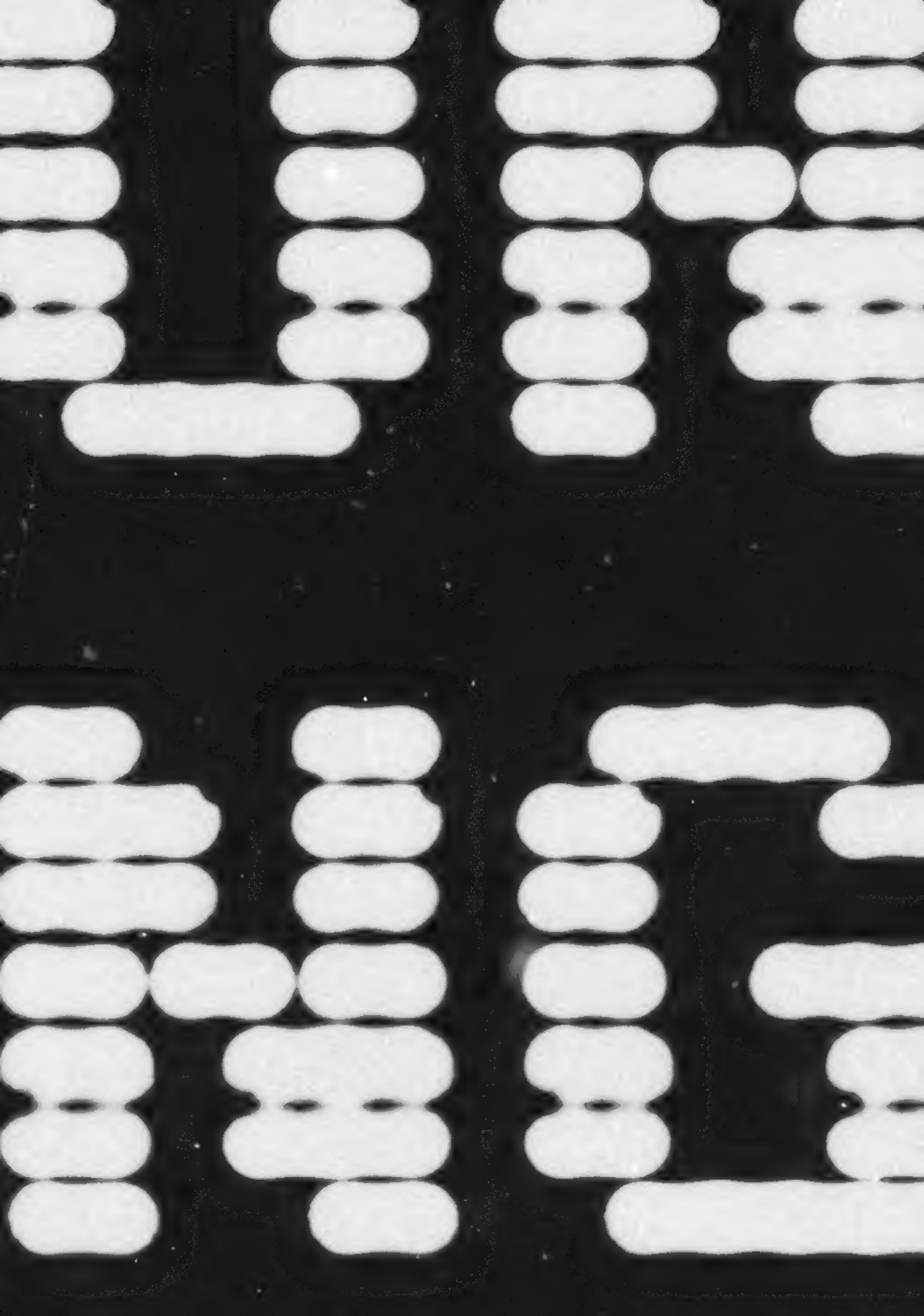

DOCUMENT RESUME

ED 237 946 CS 007 432

TITLE Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 83

NOTE 15p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Case Studies; Cerebral Dominance; Classroom Environment; Cognitive Development; *Doctoral Dissertations; Elementary Education; Feedback; Oral Reading; *Predictor Variables; Readability; *Reading Ability; *Reading Achievement; Reading Comprehension; *Reading Difficulties; Reading Instruction; Reading Material Selection; Reading Readiness; *Reading Research; *Reading Skills; Teaching Methods

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) prekindergarten screening and first grade reading achievement; (2) the influence of the instructional environment on children's acquisition of reading; (3) possible relationships among failure feedback, learned helplessness, and reading achievement in the fourth grade; (4) the principal's role in reading achievement and reading programs; (5) predictor variables in reading achievement at the kindergarten and first grade levels; (6) the relationship between student reading ability and textbook difficulty; (7) behavioral and cognitive antecedents of reading achievement in the elementary grades; (8) environmental print identification by preschool children; (9) reading material selection by fifth grade students with accurate and inaccurate self-concepts; and (10) the relationship of prosodic cues to reading fluency. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED237946

Reading Achievement:

Characteristics Associated with Success and Failure:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1983 (Vol. 44 Nos. 1 through 6).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

UMI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS007432

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1983 by University Microfilms International) and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Alexander, Douglas Graham
DIMENSIONS OF READING ATTITUDE OF PRIMARY STUDENTS

Belfon, Sheila Mo..ure
THE EFFECT OF BEING READ TO AS A PRESCHOOLER ON ACADEMIC ACHIEVEMENT AND ATTITUDES TOWARD READING AT GRADE TEN

Bigsby, Michael Harlan
PREKINDERGARTEN SCREENING AND FIRST GRADE READING ACHIEVEMENT

Blain, Heather Ilene
A CASE STUDY COMPARISON BETWEEN EARLY READERS AND NON-EARLY READERS

Blechman, Peter Jay
READING BEHAVIOR AND READING RELATED RESPONSES AS A FUNCTION OF DIRECT REINFORCEMENT, SETTING EFFECTS, AND SETTING EVENTS

Board, Peter Emile
TOWARD A THEORY OF INSTRUCTIONAL INFLUENCE: ASPECTS OF THE INSTRUCTIONAL ENVIRONMENT AND THEIR INFLUENCE ON CHILDREN'S ACQUISITION OF READING

Boyd, Marguerite Dawson
POSSIBLE RELATIONSHIPS AMONG POSITIVE FAILURE FEEDBACK, LEARNED HELPLESSNESS AND READING ACHIEVEMENT IN FOURTH-GRADE

Buehner, Linda Jeanne
THE PERCEPTION OF PROSODIC CUES AND ITS RELATIONSHIP TO READING FLUENCY

Clay, Jether McCray
A COMPARATIVE ANALYSIS OF SPECIFIC REWARD STRUCTURES ON THE READING ACHIEVEMENT OF FIRST GRADE CHILDREN

Comeaux, Shirley Evelyn
A STUDY OF INTERACTION EFFECTS OF SELECTED VARIABLES WITH READING SCORES OF THIRD GRADERS

DeNicola, Marylouise Angelina
THE PRINCIPAL'S ROLE IN READING ACHIEVEMENT AND IN READING PROGRAMS: PERCEPTIONS OF PRINCIPALS, CLASSROOM READING AND LANGUAGE SKILLS TEACHERS

Donald, David Redford
THE ROLE OF ILLUSTRATIONS IN CHILDREN'S ORAL READING ACCURACY, STRATEGIES AND COMPREHENSION AT DIFFERENT DEVELOPMENTAL AND PROGRESS LEVELS: A PSYCHOLINGUISTIC INVESTIGATION

Donovan, Mary Carol
AN INVESTIGATION OF THE RELATIONSHIP BETWEEN A STUDENT'S TIME-ON-TASK IN READING BY ACHIEVEMENT LEVEL AND A TEACHER'S REACTION TO TIME-ON-TASK

Dunham, Patricia Ann
THE RELATIONSHIP OF SELECTED FIRST GRADE STUDENTS' READING ACHIEVEMENT SCORES TO BRAIN DOMINANCE OF THEIR TEACHER

Ellis, Jonnie Penny
PREDICTOR VARIABLES IN READING ACHIEVEMENT: KINDERGARTEN AND FIRST GRADE

Fanning, Claire Marie
A STUDY OF THE RELATIVE EFFECTIVENESS OF READING LEVEL, IQ, SEX, HANDEDNESS AND HEMISPHERIC PREFERENCE IN THE PREDICTION OF READING ACHIEVEMENT

Faust, Ace Thomas
THE EFFECT OF ROBINSON V. CAHILL ON FIFTH GRADE READING AND MATHEMATICS ACHIEVEMENT IN SELECTED NEW JERSEY SUBURBAN (RURAL) SCHOOL DISTRICTS

Harris-Sharples, Susan Hoffman
A STUDY OF THE "MATCH" BETWEEN STUDENT READING ABILITY AND TEXTBOOK DIFFICULTY DURING CLASSROOM INSTRUCTION

Jarvis, Robert Lee
BEHAVIORAL AND COGNITIVE ANTECEDENTS OF READING ACHIEVEMENT IN THE ELEMENTARY GRADES

Kirk, Theresa Eileen
AN INVESTIGATION OF SELECTED FACTORS WHICH RELATE TO READING ACHIEVEMENT: A CASE STUDY APPROACH

Laminack, Lester Lee
COGNITIVE DEVELOPMENT AND READING ACHIEVEMENT IN PRIMARY GRADE CHILDREN

McLaughlin, Ann Maureen
AN EXPLORATION INTO THE RELATIONSHIP OF TELEVISION VIEWING, LISTENING, AND THE READING COMPREHENSION ABILITY OF SEVENTH AND EIGHTH GRADE STUDENTS

Masonheimer, Patricia Elaine
ENVIRONMENTAL PRINT IDENTIFICATION BY PRESCHOOL CHILDREN

Mayfield, Jean Ernst
THE EFFECTS OF CLINICAL SUPERVISION ON PUPIL ACHIEVEMENT IN READING

Mayhall, William Franklin
APPROPRIATENESS OF SELECTION OF READING MATERIAL BY FIFTH-GRADE STUDENTS WITH ACCURATE AND INACCURATE SELF-CONCEPTS

Murrain, Peggy Gray
ADMINISTRATIVE DETERMINATIONS CONCERNING FACILITIES UTILIZATION AND INSTRUCTIONAL GROUPING: AN ANALYSIS OF THE RELATIONSHIP(S) BETWEEN SELECTED THERMAL ENVIRONMENTS AND PREFERENCES FOR TEMPERATURE, AN ELEMENT OF LEARNING STYLE, AS THEY AFFECT WORD RECOGNITION SCORES OF SECONDARY SCHOOL STUDENTS

Wood, Fred Simpson, Jr.
A DESCRIPTIVE ANALYSIS OF THE EFFECTS OF A MODEL OF FLEXIBLE SCHEDULING ON ACHIEVEMENT IN READING

Zabolotney, Arlene Boyko
A COMPARISON OF READING ACHIEVEMENT AND SCHOOL ATTITUDES OF RURAL SEVENTH-DAY ADVENTIST MULTI-GRADED STUDENTS AND PUBLIC SCHOOL SINGLE-GRADED STUDENTS IN THE STATE OF ARKANSAS

DIMENSIONS OF READING ATTITUDE OF PRIMARY STUDENTS

Order No. DA8311340

ALEXANDER, DOUGLAS GRAHAM, PH.D. *University of South Carolina*, 1982. 217pp.

A study of the reading attitudes of early primary students was conducted with the objectives of investigating the dimensionality of primary students' reading attitudes and their relationship to student and home background variables. The Survey of Reading Attitudes-Primary Level (SRA-Primary) was administered orally to 269 first-grade, 240 second-grade, and 236 third-grade students from four schools of a southern city school district. The sample was 45% black, and the mean reading achievement level in each grade was slightly higher than the national norm. In addition, parents of students from three of the schools were surveyed by questionnaire to obtain a global measure of the mother's attitude toward reading and home socioeconomic information for computing Hollingshead's Two-Factor Index of Social Position.

Factor analysis procedures provided evidence that reading attitudes of primary students as measured by SRA-Primary were factorially complex and could be described in terms of multiple dimensions of attitude. Four factor dimensions were identified which could be equated in meaning to dimensions reported in studies with intermediate grade students using an intermediate form of the SRA. These factor dimensions were Expressed Reading Difficulty (ERD), Reading As Direct Reinforcement (RDR), Reading Enjoyment (RE), and Comics.

The relationships of student and home background variables to reading attitudes were investigated by forming factor-based scores to represent the ERD, RDR, RE, and Comics attitude dimensions. Significant grade differences were obtained for SRA-Primary scores in the direction of first graders having higher scores than third graders on all scales. Statistically significant, but weak, relationships were found between sex and SRA-Primary scores, and between student socioeconomic level (SES) and SRA-Primary scores. Female students obtained significantly higher scores than males on the RDR

THE EFFECT OF BEING READ TO AS A PRESCHOOLER ON ACADEMIC ACHIEVEMENT AND ATTITUDES TOWARD READING AT GRADE TEN

Order No. DA8321553

BELFON, SHEILA MONCURE, ED.D. *Duke University*, 1983. 128pp. Supervisor: Michael L. Michlin

To examine the long-term effect of being read to as a preschooler, 4,661 10th graders who were read to daily during the preschool years were compared with 2,320 10th graders who were not read to in terms of academic achievement and attitudes toward reading.

In general, 10th grade students who were read to as preschoolers had significantly higher academic achievement and more positive attitudes toward reading than 10th graders who were not read to during the preschool years.

Significant differences were found between low, middle, and high socioeconomic status (SES) read-to and not-read-to students in terms of academic achievement, amount of time spent reading for pleasure, and frequency of reading the front page of the newspaper. The differences were significant for both males and females within each SES group.

Significant differences were found between low, middle, and high SES read-to and not-read-to students in terms of attitudes toward English class. Differences were significant for low SES males and for both males and females within middle and high SES groups.

Significant differences were found between middle and high SES read-to and not-read-to students in terms of remedial English placement and advanced English placement. Differences in remedial English placement were significant for middle SES females. Differences in advanced English placement were significant for middle SES females and for both males and females within the high SES group.

The subjects were participants in the national longitudinal survey, *High School and Beyond*, conducted in 1980 by the National Opinion Research Center for the National Center for Education Statistics.

Stepwise discriminant analysis was performed to determine if significant differences existed between read-to and not-read-to students in terms of academic achievement as measured by reading, vocabulary, and writing test scores. Chi-square analysis was performed to determine if the groups differed in terms of the amount of time spent reading for pleasure, frequency of reading the front page of the newspaper, attitudes toward English class, remedial English placement, and advanced English class, remedial English placement, and advanced English placement. Data were analyzed separately for each of three SES groups (low, middle, high) and additionally, by sex, within each SES group.

PREKINDERGARTEN SCREENING AND FIRST GRADE READING ACHIEVEMENT

Order No. DA8321555

BIGSBY, MICHAEL HARLAN, PH.D. *Duke University*, 1983. 128pp. Supervisor: Lucy T. Davis

The purpose of this study was to develop and examine a theoretical model of reading achievement which related prekindergarten conceptual-language and visual-motor skills, and selected background variables, to first grade reading achievement. In this study prekindergarten screening measures consisted of copy forms, block building, sentence repetition, and action agent tasks. In the conduct of this study the influence of the child participant's sex, race, family background, and age on the prekindergarten screening and reading measures was examined. Four research questions addressed the influences of these variables on reading achievement and on each other.

Data for the child participants (N = 735 during screening; N = 584 remained in the study for two years) were provided from a data bank collected and maintained by a school system serving a heterogeneous population in North Carolina.

Path analysis was used to estimate the direct and indirect effects of the variables family background, age, race, and sex of the child participants on preschool screening measures administered before kindergarten entry, on reading readiness at the beginning of the first grade, and on reading achievement measured at the end of the first grade. Within the scope and limitations of the study, family background, race, and age had direct causal influences on reading achievement. They also had meaningful indirect causal influences. Path coefficients were computed using a series of multiple regression analyses. Background and screening variables together accounted for approximately 30 percent of the variance in reading achievement (R^2 = .302).

Based on a discriminant function analysis, 47.26% of the child participants were correctly classified into four reading groups, lowest quartile, low-middle quartile, high-middle quartile, and highest quartile. As in other prediction studies, classifications were more accurate for the extreme high and low groups. The regression of reading achievement, as it was estimated by the Prescriptive Reading Inventory, on visual-motor tasks of copying figures and block building, yielded an R^2 = .16. The regression of reading on conceptual-language tasks, the action agent test, and a sentence repetition task yielded an R^2 = .209.

The relative contributions of visual-motor and conceptual-language development on reading were discussed.

Recommendations for futher research related to the relationship of background and screening measures to reading achievement were presented.

A CASE STUDY COMPARISON BETWEEN EARLY READERS AND NON-EARLY READERS Order No. DA8311526

BLAIN, HEATHER ILENE, ED.D. *Temple University*, 1983. 408pp.

This study was planned to find some answers to three questions about differences between early readers and non-early readers of comparable age, potential and background. The following research questions were proposed. (1) Are there differences in problem-solving abilities and approaches between early readers and non-early readers? Is one group more likely or more interested in forming categories and groups or otherwise organizing information? (2) Is there a difference in vocabulary development between the early reader and the non-early reader? Do some of the children seem to understand and/or use more words? (3) What do parents reportedly do or not do that facilitates any differences? Much has been made of home environment as a determinant in school readiness and academic motivation. What happens in some children's homes that makes them ready to read so early?

A case study format was used with 10 early readers and 10 non-early readers, all kindergarteners, as subjects. Cognitive measures included: Wechsler Preschool and Primary Scale of Intelligence, Bender-Gestalt, Ravens Matrices, and Color Form Sorting Test. Vocabulary measures were the Boehm Test of Basic Concepts and Detroit Verbal Opposites. Reading measures included an informal reading inventory for readers and Betts reading readiness measures for non-readers. Parents and teachers of all subjects were interviewed.

Case histories were prepared, then information was analyzed for similarities, differences, and emerging patterns. From scored tests, early readers performed better than nonreaders on the WPPSI block design subtest and the Detroit.

From parent and teacher reports, early readers were interested in categorizing and organizing tasks, fascinated with information, liked books of facts, dictionaries, and encyclopedias, and had excellent memories. Early readers tended to be perfectionists and were often unwilling to be seen to fail. They more often enjoyed and were adept at puzzles and patternmaking than were nonreaders.

Parents of both groups were well-educated, read to their children, took them to libraries, and reported that subjects had watched educational television. Parents of early readers more often reported asking questions about, and discussing, books they read to their children.

READING BEHAVIOR AND READING RELATED RESPONSES AS A FUNCTION OF DIRECT REINFORCEMENT, SETTING EFFECTS, AND SETTING EVENTS Order No. DA8322177

BLECHMAN, PETER JAY, ED.D. *Columbia University Teachers College*, 1983. 139pp. Sponsor: Professor R. Douglas Greer

Four seventh grade problematic males were subjects in three experimental studies designed to assess the control exerted upon reading behavior and reading related responses by direct reinforcement, setting effects, and setting events. The dependent variables were (a) number of reading intervals during a five-minute isolated free time session, (b) number of reading intervals during a five-minute classroom free time session, (c) number of correct responses on reading comprehension questions answered during a daily 20-minute reading period, (d) percentage of correct responses during the daily reading period, (e) number of new vocabulary words entered into subjects' reading log books, and (f) on-task during the reading period.

Experiment I was designed to determine direct, generalizations, and collateral effects of systematic reinforcement upon the reading and correct written responses of two subjects. Student 1 was reinforced in an isolated free time setting. Student 2 was reinforced in a classroom free time setting. Although reinforcement had stimulating effects in the settings reinforced, few generalization or collateral effects to non-reinforced free time or reading academic settings were observed.

Experiment II was designed to determine the effect of setting upon reading behavior. Student 3 displayed a high rate of reading in the isolated free time setting but low reading rates in the classroom free time and non-isolated academic settings. When he received his academic reading assignment in an isolated setting, he demonstrated substantial increases in reading on-task and correct response rate.

Experiment III included a replication of the setting effects study along with an examination of the control of a setting event, observation of a peer's reading on-task, upon future reading responses. Student 4 showed no academic reading gains during the setting effects condition. His correct response, percentage, and reading on-task rate increased dramatically during the setting events condition.

The researcher concluded that the reading behavior of problematic students could be increased through systematic reinforcement and manipulation of environmental variables. In all three experiments, targeted reading responses were externally controlled thereby demonstrating that reading is a function of external rather than internal cues.

TOWARD A THEORY OF INSTRUCTIONAL INFLUENCE: ASPECTS OF THE INSTRUCTIONAL ENVIRONMENT AND THEIR INFLUENCE ON CHILDREN'S ACQUISITION OF READING

BOARD, PETER EMILE, PH.D. *University of Toronto (Canada)*, 1982.

The study explores the nature of instructional influence on selected children's reading development. It focuses on children's use of text information.

The data describe the reading behaviours of low and high readers in two, First Grade classrooms in different schools, and the reading instruction these children experienced during the last six months of the school year.

Miscue analysis procedures were used to examine the children's use of graphic, syntactic and semantic information in text. Three features of instruction were examined as possible sources of influence: (i) the type of instructional exchanges that occurred, (ii) the samples of written language the children read and, (iii) the features of print the teachers emphasized.

Analysis of oral reading behaviour showed that all four children in the study read with a concern for making sense of text. They differed in the way they used text information to achieve their objective. The two high readers drew on surrounding context to guide their text conjectures. In contrast, one low reader was uncertain about what information was most useful. The other low reader characteristically used intra-word cues and ignored information from context.

Analysis of instruction revealed that the teachers directed much of the children's text information search. They frequently used decontextualized language, devoid of syntactic-semantic information. Even when such information was available in text, they emphasized the use of graphic information, and ignored information from context.

Findings were examined for patterns of relationships between the instruction children received and their observed reading behaviour. The evidence suggested that instruction could explain the low readers' unproductive strategies, but could not account for the productive strategies the high readers used.

The findings are the basis for several emerging propositions about the nature of instructional influence. The central proposition is that children are selective in using instruction to guide their own reading development. Proficient readers are discriminating in applying instruction, and can be described as Instructionally Indepoendent. Low readers, on the other hand, respond indiscriminately, and can be described as Instructionally Dependent.

The study challenges widely-held assumptions about the blanket effect of instruction on all readers.

POSSIBLE RELATIONSHIPS AMONG POSITIVE FAILURE FEEDBACK, LEARNED HELPLESSNESS AND READING ACHIEVEMENT IN FOURTH-GRADE

Order No. DA8312764

BOYD, MARGUERITE DAWSON, PH.D. *University of California, Berkeley*, 1982. 120pp.

The purpose of the investigation was to determine whether teacher use of positive failure feedback behaviors would reduce student learned helplessness and increase reading achievement.

Six fourth-grade teachers with their students (N = 151) were assigned at random to a treatment or control group. Treatment teachers (3) were trained to use the six positive failure feedback behaviors with all students in their reading groups. Control teachers (3) were not trained. All teachers were observed three times over a three-month period. Prior to training, all students were given the Iowa Reading Tests, Intellectual Achievement Responsibility Scale, Reading Subscale, and Student Feedback Perceptions Questionnaire. Students were post-tested eleven weeks later.

Statistical analysis revealed that treatment teachers used five of the six training behaviors more than the control teachers did during the three observations. Analysis of the student perception data revealed that treatment students (74) perceived four of the six behaviors used by their teachers significantly more than control subjects (77). As expected, there was a significant reduction ($p < .05$) in learned helpless attributions made by treatment helpless subjects while there was an increase in the negative attributions and number of control learned helpless students. There was no difference ($p > .05$) between the reading vocabulary or comprehension scores of treatment and control students at the end of the study.

This has provided evidence that teacher use of positive failure feedback behaviors can reduce, and possibly prevent, increases in learned helplessness. Growth in reading vocabulary and comprehension as measured by standardized reading tests may take more time to occur.

Abramson, Seligman and Teasdale (1978) hypothesized that learned helplessness symptoms can be changed through therapeutic intervention that emphasizes changing the subject's expectation from uncontrollability to controllability when the outcomes are attainable. They propose training the subject in the appropriate skills and/or modifying distorted expectations. The present findings support this view. Use of teacher feedback responses that focus on student reading failures in naturalistic classroom settings enlarges the scope of the reformulation models (Abramson, Seligman & Teasdale, 1978; Miller & Norman, 1979).

A COMPARATIVE ANALYSIS OF SPECIFIC REWARD STRUCTURES ON THE READING ACHIEVEMENT OF FIRST GRADE CHILDREN

Order No. DA8320831

CLAY, JETHER MCCRAY, ED.D. *Jackson State University*, 1983. 70pp.

This experiment studied the effect on reading achievement of first grade children when specific reinforcers were given for high achievement. Two hundred six (206) subjects were administered the Metropolitan Readiness Test as a pretest and then subdivided by sex into average and low performance rating based on each subject's stanine score on the pre-reading skills composite form. Subjects were assigned by sex and performance rating to one of three experimental groups (candy, toy, social) and one control group. The investigation was conducted over a six-week period with rewards being given weekly to students maintaining 80 percent accuracy in reading achievement. Each subject was then administered the Metropolitan Achievement Test as a posttest for this study. A statistical analysis was conducted via an analysis of covariance with the pretest as the covariate. The criteria for rejection of all hypotheses was set at .05 level of significance.

It was predicted that there would be no significant difference in the reading achievement as measured by the Metropolitan Achievement Test of three experimental groups (candy, toy, social) and one control group of male or female first grade children who were designated as average achievers in reading readiness. These hypotheses were supported by the research.

It was hypothesized that there would be no significant difference in reading achievement, as measured by the Metropolitan Achievement Test of three experimental groups (candy, toy, social) and one control group of male first grade children who were designated as low achievers in reading readiness. This hypothesis was supported by the research.

A final hypothesis suggesting that there would be no significant difference in reading achievement, as measured by the Metropolitan Achievement Test of three experimental groups (candy, toy, social) and one control group of female first grade children who were designated as low achievers in reading readiness was not supported by the research. An analysis of covariance of the data on low achieving females yielded an F-ratio of 4.019 which was significant at the .05 level of significance. The Scheffe' test of multiple comparison was used as the follow-up analysis to determine which of the differences among group means were significant and which were not significant. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

THE PERCEPTION OF PROSODIC CUES AND ITS RELATIONSHIP TO READING FLUENCY

Order No. DA8321706

BUEHNER, LINDA JEANNE, ED.D. *The University of Rochester*, 1983. 91pp.

Recent research in reading has focused attention on the function of fluency in the achievement of reading competence. Commonly defined in terms of rate and accuracy of reading, fluency is most often viewed in terms of decoding and comprehension. Some difficulties in achieving fluency stem from the differences between spoken and written messages. One of these is prosody, which includes the phonetic elements of pitch, stress and juncture.

The purpose of this study was to investigate the relationship between the perception of prosodic cues and reading fluency. Ninety-two subjects, randomly drawn from a population of fourth grade students, were tested for the perception of prosodic cues. In the prosody test, each item consisted of a target sentence and four alternative sentences, presented via audio-tape. The target sentence was in clear, intelligible speech while the alternatives were presented with varying prosodic patterns with the speech rendered unintelligible by filtering. Reading achievement test scores and a measure of reading fluency were obtained for each subject.

Data analysis showed a small but positive correlation between the perception of prosody and reading fluency for the total group ($r = .25$). For good readers, the relationship was negligible ($r = .05$), while for poor readers, the relationship was much more substantial ($r = .39$). A significant difference between good and poor readers was found in reading fluency but not in the perception of prosody.

A STUDY OF INTERACTION EFFECTS OF SELECTED VARIABLES WITH READING SCORES OF THIRD GRADERS

Order No. DA8315415

COMEAUX, SHIRLEY EVELYN, ED.D. *University of South Dakota*, 1983. 147pp.

Purpose. In view of the continuing interest in the effect of sex and age at entering formal schooling, coupled with the impact of aptitude, self-concept and attitude toward learning, this study sought to examine these variables and their relationship with reading achievement.

Procedures. The sample was randomly selected from those third graders in Rochester, Minnesota, whose birthdates fell between September 1, 1972, and November 30, 1972, and those whose birthdates fell between June 1, 1973, and August 31, 1973, making them among the oldest and among the youngest in the third grades. A total of 109 children were in the sample.

Scores from the California Achievement Test (Reading Subtest), Short Form Test of Academic Aptitude (derived from the California Test of Mental Maturity), the Piers-Harris Children's Self-Concept Scale, and the Estes Attitude Scales (Elementary Form, Reading Subtest), were used in the study.

A Two-Factor Analysis of Variance, general linear models procedures, and the Pearson Product-Moment Correlation Coefficient were applied to the data. The .05 level of confidence was used for rejection of hypotheses and for identifying other significant statistical correlations.

Selected Findings. Of the original 36 null hypotheses, 29 were

accepted and seven were rejected. The findings on these seven were: girls in this study had a significantly higher self-concept score than boys; all four groups, that is younger boys, older boys, younger girls, and older girls, exhibited a statistically significant correlation between scores of aptitude and reading achievement; the scores of older boys were found to have a statistically significant correlation between their reading achievement and their attitude toward reading; and older girls were found to have a statistically significant correlation between scores of reading achievement and self-concept.

Additional findings revealed correlations among variables. Some of these findings include: a statistically significant correlation between scores of self-concept and attitude toward reading for the total sample, and a statistically significant correlation between reading achievement scores and attitude toward reading scores, also for the total sample.

Conclusions. This study concluded, that for this third grade sample, neither age nor sex is a predictor of reading achievement or aptitude. Self-concept and attitude toward reading become significantly correlated to reading achievement as the age of the student increases.

THE PRINCIPAL'S ROLE IN READING ACHIEVEMENT AND IN READING PROGRAMS: PERCEPTIONS OF PRINCIPALS, CLASSROOM READING AND LANGUAGE SKILLS TEACHERS

Order No. DA8321254

DeNicola, Marylouise Angelina, Ed D. *Temple University*, 1983. 108pp. Major Adviser: Dr. Chester E. Raun

Statement of the Problem. This study compared the perceptions of the role of the elementary school principal in the school reading program as perceived by the elementary school principals themselves, the classroom reading and the language skills teachers of the Philadelphia Public Schools. The study also compared these perceptions with the school's reading achievement.

Procedures. The study utilized a fourteen-item questionnaire devised by McNinch and Richmond (1977). In addition to the instrument, the study asked the subject for selected demographic data. Data from 16 principals, 21 language skills teachers, and 130 classroom reading teachers were subject to a t-test analysis using the average scores. A significance level of 0.05 was set.

Research Findings. (1) Schools, whose principals' perceived present role was closest to the perceived ideal role, had a greater percentage of students scoring at or above the fiftieth percentile in the district-wide standardized achievement tests. (2) Principals, language skills and classroom reading teachers perceive a statistically significant difference between the way the principal does and should perform in the school reading program. The data indicate that all three groups perceive that the principal should perform to a greater extent in the reading program than they perceive the principals as currently performing. (3) Classroom reading teachers and principals in the study have similar perceptions of what the principals' role in the school reading program is and should be. Classroom reading teachers and language skills teachers in the study also have similar perceptions of what the principals' role in the school reading program is and should be. (4) Although not at the significance level of 0.05, principals and language skills teachers in the study differ at the 0.06 level on their perceptions of the principals' does role. Principals perceive that they perform at a higher level than the language skills teachers perceive them as performing in the school reading program. The greatest degree of similarity in the study occurred among principals and language skills teachers in their perceptions of the ideal role of the principal.

THE ROLE OF ILLUSTRATIONS IN CHILDREN'S ORAL READING ACCURACY, STRATEGIES AND COMPREHENSION AT DIFFERENT DEVELOPMENTAL AND PROGRESS LEVELS: A PSYCHOLINGUISTIC INVESTIGATION

Donald, David Redford, Ph.D. *University of Cape Town (South Africa)*, 1982.

The effects of illustrations on early reading development have been subject to considerable controversy. Results and interpretations under the 'focal attention hypothesis' indicate that illustrations have a distracting effect on the learning of responses to orthographic cues in the process of isolated word recognition. Conversely, considerable although inconclusive evidence suggests that illustrations may be facilitative as contextual information in the process of reading and comprehending continuous prose. Within a psycholinguistic model of the reading process, the contextual hypothesis, that illustrations constitute a source of contextual redundancy which facilitates word identification accuracy, strategy and comprehension, was tested. Given the results of an earlier experiment that had confirmed the hypothesis for seven-year-old, average readers, the aim was to test the hypothesis over high and low progress readers at reading ages seven and nine. From 1868 grades I, III and V children screened on the D. Young Group Reading Test, 120 subjects at the respective reading age and progress levels were selected. Within a matched samples, 2 x 2 x 2 factorial design, subjects read 320 word narrative stories at instructional level of difficulty, with or without illustrations. Results in general confirmed the hypothesis. In particular, analysis of variance revealed that the illustration effect was strong and significant for RA7, high progress and for RA9, low progress readers; moderate and significant for RA7, low progress readers; and consistent but generally non-significant for RA9, high progress readers. This significant interactive pattern held over word identification accuracy; literal comprehension; use of semantic information (error acceptability) and rate of self-correction. Use of syntactic information was moderately and significantly facilitated across combined groups. Use of orthographic information, as predicted, was moderately and significantly reduced across combined groups. Inferential comprehension was non-significantly affected. It was concluded that, in the process of contextual reading, illustrations facilitate access to meaning, that the strength of the effect depends on the need for extra-textual contextual information and processing capabilities of the respective groups; and that the 'focal attention' effect on isolated word recognition is a particular processing case within the more general, practically relevant case of contextual reading.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN A STUDENT'S TIME-ON-TASK IN READING BY ACHIEVEMENT LEVEL AND A TEACHER'S REACTION TO TIME-ON-TASK

Order No. DA8313433

Donovan, Mary Carol, Ed.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 124pp. Chairperson: Maurie Hillson

The purpose of this study was to determine if a significant relationship exists among the following factors: (1) a learner's time-on-task in reading by achievement level; (2) the amount of instruction a teacher provides; (3) a teacher's positive/negative reaction to time-on-task; and, (4) a teacher's willingness to respond to or ignore a student's request for assistance.

The 90 subjects in the study were divided equally between males and females. Based on reading scores on the *California Achievement Test*, the subjects were subdivided into below average, average and above average reading groups. The *Student Time-on-Task and Teacher Interaction Scale*, a scale designed by the researcher, was used to record the nontask behavior during specific intervals, as well as the frequency of teacher interaction with students.

The data were evaluated using the *Kruskal-Wallis One-Way Analyses of Variance*. The results indicated that there was a significant difference between reading by achievement level and time-on-task behavior for the entire group, males only and females only. A positive correlation was found between achievement and time-on-task. For positive attention, negative attention and teacher responses, the analyses were statistically significant for males but not for females.

No significant difference was found for the relationship between time-on-task and the amount of instruction a teacher provides or a teacher's willingness to respond or ignore a student's request for assistance.

There are specific implications in the reported data for educators to develop techniques to deal with the issue of time-on-task. Classroom behavior must be closely analyzed across time in order to develop techniques most conductive to increased time-on-task and thus, learning. The circumstances under which learning occurs cannot and should not be ignored. The critical variable in learning success may be, in fact, the classroom environment.

THE RELATIONSHIP OF SELECTED FIRST GRADE STUDENTS' READING ACHIEVEMENT SCORES TO THE BRAIN DOMINANCE OF THEIR TEACHER

Order No. DA8323491

DUNHAM, PATRICIA ANN, ED.D. *East Texas State University*, 1983. 101pp. Adviser: Dr. A. D. Castle

Purpose of the Study. This study was designed to determine whether or not the brain dominance of first grade teachers had any effect on the reading achievement of the students in their classes.

Procedure. The subjects selected for this study were chosen from first grade classes in Bryan, Choctaw, and McCurtain counties in Oklahoma. All teachers were sent the Torrance and Reynolds test "Your Style of Learning and Thinking," Form C, 1979 edition, which identified the brain dominance of the teachers. A random sample was then selected. Reading achievement scores were obtained from the students instructed by the sampled teachers. From the reading scores National Curve Equivalent (NCE) scores were derived in order to standardize the scores from different tests.

Findings. (1) There was no significant difference in reading achievement scores between first grade students and the brain dominance of their teachers. (2) The reading achievement scores of lower socio-economic first grade students instructed by either a right or left brain dominant teacher approached significance. (3) There was no significant difference in the reading achievement scores of upper socio-economic first grade students instructed by either a right or left brain dominant teacher. (4) There was no significant difference in the reading achievement scores of first grade students with below normal I.Q. instructed by either right or left brain dominant teacher. However, a difference was indicated. (5) There was no significant difference in the reading achievement scores of first grade students with normal or above I.Q. instructed by either right or left brain dominant teacher. However, a difference was indicated.

Conclusions. (1) Right brain dominant teachers teaching a structured phonetic approach to reading have limited success with their students' reading achievement. (2) Children with an I.Q. below average seem to achieve better with holistic, spatial, and analogical approach of a right brain dominant teacher. (3) Children from a low socio-economic environment need the structure of a left brain dominant teacher. (4) The left brain dominance of the teacher seems to have an effect on the reading achievement of students with an average or above I.Q.

PREDICTOR VARIABLES IN READING ACHIEVEMENT: KINDERGARTEN AND FIRST GRADE Order No. DA8313633

ELLIS, JONNIE PENNY, PH.D. *The University of Florida*, 1982. 155pp. Chairperson: William R. Powell

This study investigated the significance of concepts about print and PREP screening variables as predictors of early reading achievement. The developmental nature of print awareness was monitored over a two-year period. Finally, the construct validity of the *Test of Early Reading Ability* was investigated.

Participants were 62 children enrolled in the same Alachua County school throughout kindergarten and first grade. Initially, the group was tested with the Alachua County Primary Education Program (PREP) Screening Battery. Readiness level was assessed with the *Metropolitan Readiness Test* and achievement, at the end of first grade, with the *Metropolitan Achievement Test* and the *Test of Early Reading Ability*. Subjects were also given the *Concepts About Print Test* four times during the two-year interval.

The data were analyzed using Pearson product-moment correlations, multiple and stepwise regression analyses, and split-plot analyses of variance with repeated measures. *Concepts About Print Test* scores were also subjected to item and factor analyses.

Results from the correlational analyses indicated that the ten variables studied were related to readiness levels and seven were related to reading achievement. However, a reduced model of predictor variables for readiness levels retained only two of the ten. The reduced model of five predictor variables for reading achievement included one of the two readiness predictors.

Results from the analyses of the print awareness data indicated a main effect for language ability and time of test for total scores and three skill patterns. An interaction between group and time of test was found for the remaining pattern. Further analyses confirmed the existence of an ordered sequence in acquisition of print awareness skills over time. Trend analyses findings suggested that rate of acquisition was facilitated by instruction. While language ability influenced performance in the expected direction, one pattern, III, was too difficult for all students at the kindergarten level. Most students had not mastered it by the end of first grade even though the high language group's advantage over the average group had disappeared.

Construct validity of the *Test of Early Reading Ability* was verified in correlational analyses with three other achievement measures.

A STUDY OF THE RELATIVE EFFECTIVENESS OF READING LEVEL, IQ, SEX, HANDEDNESS AND HEMISPHERIC PREFERENCE IN THE PREDICTION OF READING ACHIEVEMENT Order No. DA8321257

FANNING, CLAIRE MARIE, ED.D. *Temple University*, 1983. 207pp. Major Adviser: Dr. Linda Jensen Sheffield

The primary purpose of this investigation was to determine the relative effectiveness of reading level, IQ, sex, handedness and hemispheric preference in the prediction of reading achievement. A secondary purpose was the investigation of the strength of the correlations between hemispheric preference and the independent variables reading level, IQ, sex, and handedness. It took place in seven elementary schools in the Ridley School District. Forty-eight teachers and 684 students in the fourth, fifth and sixth grades volunteered. Variables were: (1) Reading Achievement - *California Achievement Test*--Total Reading Scores--1982; (2) Reading Level *California Achievement Test*--Total Reading Scores--1981; (3) IQ - *Short Form Test of Academic Aptitude*; (4) Sex - Self-indicated; (5) Handedness - Self-indicated; (6) Hemispheric Preference - *Your Style of Learning and Thinking*.

An *ex-post facto* design was applied and a hierarchial multiple regression analysis was undertaken which yielded a variance score and a correlation matrix. The five questions examined were stated as null hypotheses.

The analyses of the five null hypotheses showed: (1) hemispheric

preference does account for a statistically significant increase in the proportion of reading achievement variance at the .001 level. This increase was very minimal (½ of 1%); (2) the correlation between hemispheric preference and reading level was significant at .05 for fourth grade, not significant for the fifth and sixth. Fourth grade high reading scores indicated right hemispheric preference and low scores, the left. Fifth showed a similar tendency, while sixth showed an opposite tendency; (3) the correlation between hemispheric preference and IQ was significant (.001) for grade four (high reading scores indicated right hemispheric preference, low scores, the left), not significant for the fifth and significant (.01) for the sixth. (High reading scores for sixth indicated left hemispheric preference and low scores, the right. Fifth grade scores indicated the same tendency.); (4) the correlation between hemispheric brain preference and sex was significant for all 3 levels. Males indicated predominantly left hemispheric preference and females, predominantly integrated; (5) the correlation between hemispheric brain preference and handedness was not significant for all three grade levels.

Seven recommendations for future research were presented.

THE EFFECT OF ROBINSON V. CAHILL ON FIFTH GRADE READING AND MATHEMATICS ACHIEVEMENT IN SELECTED NEW JERSEY SUBURBAN (RURAL) SCHOOL DISTRICTS

Order No. DA8319234

FAUST, ACE THOMAS, ED.D. *Northern Arizona University*, 1983. 140pp. Adviser: F. Mike Miles

Robinson v. Cahill challenged the legality of New Jersey's system of financing education; the New Jersey Supreme Court found educational funding to be unconstitutional. In response to the court decision, the Legislature passed the Public School Education Act of 1975, popularly dubbed the Thorough and Efficient or "T & E" Law. The act was designed to reform the educational finance system supporting public schools and improve educational programs. With much attention focused on the financial aspects of the law, and then on the regulations for implementation, few people have paused to ask the most important question: Has there been a significant improvement in student achievement as a result of the "T & E" law?

The purpose of this study was to gather and analyze data that might be useful in examining whether "T & E" has affected student achievement. This question was explored through an analysis of fifth grade reading and mathematics achievement test scores of selected suburban (rural) schools over a ten year period from 1973 to 1982. Reading and mathematics achievement was measured using the total reading comprehension scores and the total mathematical computation scores on the Iowa Tests of Basic Skills.

This study was ex post facto in nature due to the fact that the passage of "T & E" has already occurred. A successive group time series design was employed in the study. The null hypothesis stated that there has been no significant difference in fifth grade reading and mathematics achievement scores in selected suburban (rural) schools between 1973 and 1982. This time frame allowed the study to look at student achievement trends prior to and following the passage of the "T & E" law.

The independent t-test used to analyze the data indicated a significant difference between the pre-"T & E" years group achievement and the post "T & E" years group achievement. The post "T & E" years group yielded significantly higher achievement scores in reading and mathematics. The alternative hypothesis has been supported by the data analysis. The alternative hypothesis stated that there has been an improvement in student achievement since the passage of the "T & E" law.

A STUDY OF THE "MATCH" BETWEEN STUDENT READING ABILITY AND TEXTBOOK DIFFICULTY DURING CLASSROOM INSTRUCTION

Order No. DA8320204

HARRIS-SHARPLES, SUSAN HOFFMAN, ED.D. *Harvard University*, 1983. 308pp.

The relationship between difficulty levels of social studies, science, and reading textbooks used in 4th, 6th, and 8th grade classrooms and reading skills of students who used them was investigated. The question of what constitutes optimal "match" between textbook difficulty and student reading ability was approached descriptively.

Little agreement exists in readability research literature concerning suitable levels of textbook difficulty for classroom learning. Historically, readability research has concentrated on identifying readability factors and on applying formulas. Also among readability measures, the cloze procedure has been used to test specific passage readability with individuals. Few, if any, studies have related textbook readability to classroom use.

Lessons were observed in 27 classrooms, focussing on interactions between teachers, students, and textbooks. Teachers were interviewed concerning judgments of suitability. Classroom textbooks were assessed for readability, primarily by the Dale-Chall formula. 162 students were tested with cloze passages to gather judgments of and preferences for difficulty. Student reading ability levels (predominantly average and above-average) were established by combining reading achievement test stanines and teacher-judged performance.

Three patterns of textbook use, generally for each subject area, were observed: directed reading lessons, study skills lessons, and "the textbook as one of multiple sources" lessons.

Social studies and science textbooks had higher readability levels than student average reading achievement scores and grade placements. Cloze test scores, student and teacher judgments, and student preferences indicated that readability levels were about right, especially when teacher help was available.

Readability levels of reading textbooks were found to be lower than those for content subjects; generally they were at or below students' grade placements and were below students' reading achievement scores. Cloze test scores, and student and teacher judgments and preferences indicated that reading textbook readability levels were slightly easy.

Even though the association between textbook difficulty and reading achievement was stronger for reading than for content lessons, teachers and students generally preferred the levels of the more difficult content textbooks.

BEHAVIORAL AND COGNITIVE ANTECEDENTS OF READING ACHIEVEMENT IN THE ELEMENTARY GRADES

Order No. DA8315468

JARVIS, ROBERT LEE, PH.D. *Michigan State University*, 1983. 185pp.

The purpose of this study was two-fold: (1) to identify teachers' perceptions of behavioral attributes of elementary age students which were highly and significantly related to reading achievement over time, and (2) to investigate the efficiency and utility of using teachers' ratings of student behavioral attributes to predict future reading performance. A descriptive, longitudinal design was instigated whereby behavioral ratings were evaluated independently as well as in conjunction with IQ, initial level of reading achievement, and sex of student, as to their ability to predict subsequent reading achievement after one, two, and three year intervals.

Behavioral attributes found to be most highly related to reading achievement over time appeared to reflect a student's degree of adaptation to the task orientation of the classroom, degree of self-motivation and persistence, and degree of general social maturity. Appropriate behavior adjustment was found to be a generally more important factor in terms of reading success for boys relative to their female peers. All of the behavior scales developed in the study were found to be significantly related to reading achievement over time. Results further indicated that despite the strong linear relationship between the behavior scales and future reading achievement, teachers' ratings were not found to be as predictive of later

achievement as were scores on a measure of general intelligence and a measure of initial level of reading achievement.

Generated prediction equations which utilized only the behavior scales in estimating future achievement tended to greatly underpredict the performance of above-average readers and greatly overpredict the achievement of below-average readers. Further, despite significantly high multiple correlations, as well as high diagnostic "hit rates," the generated prediction equations which incorporated initial level of achievement, IQ, and sex of student were found to be generally lacking in terms of accuracy in predicting above-average and below-average readers over time.

The findings of the study are finally presented in light of their relationship to past research, their implications for implementation of reading screening and diagnostic programs, and their implication for future research.

AN INVESTIGATION OF SELECTED FACTORS WHICH RELATE TO READING ACHIEVEMENT: A CASE STUDY APPROACH

Order No. DA8319913

KIRK, THERESA EILEEN, ED D. *Boston University School of Education*, 1983. 238pp. Major Professor: Roselmina Indrisano

The purpose of this study was to investigate selected factors which relate to the reading achievement of selected individual learners in fourth grade. Variables under consideration were: self-concept, intelligence and parental perception. The case study approach was utilized.

The subjects were 16 fourth grade pupils (eight remedial and eight able readers) drawn from a stratified sample of the population of Grade IV students in a large, surburban elementary school. The following outline describes the procedure for this study. (1) The subjects were individually interviewed by the researcher using an interview technique developed by Indrisano. (2) Each subject was administered the Gordon "How I See Myself Scale" to determine the self-concept. (3) The *Spache Diagnostic Reading Scales* were administered to determine reading achievement, specifically, Instructional, Independent and Potential levels for each child. (4) The *Wechsler Intelligence Scale for Children - Revised (WISC-R)* was administered to each subject, yielding Verbal, Performance and Full Scale I.Q. scores. (5) A questionnaire designed for this study was completed by both parents of each subject to determine parental perceptions of the child.

Presentation of the Data. The qualitative and quantitative data were presented as a case study profile for each subject. Included in each Case Study was an anecdotal analysis of reading achievement in relation to self-concept, intelligence and parental perception.

COGNITIVE DEVELOPMENT AND READING ACHIEVEMENT IN PRIMARY GRADE CHILDREN

Order No. DA8312468

LAMINACK, LESTER LEE, ED.D. *Auburn University*, 1983. 134pp. Director: Elizabeth G. Allen

The primary purpose of this study was to investigate the relationship between cognitive development (as defined by Piaget) and reading achievement in 151 kindergarten, first, second, and third grade students who were enrolled in an elementary school located in a small Southern town. A secondary purpose of the study was to analyze the relationship of the demographic variables of sex, and grade placement to the primary variables, responses to the Battery of Piagetian Tasks[1] and scores in reading achievement.

Each subject was administered the Battery of Piagetian Tasks and the appropriate level of the *California Achievement Tests*, Form C. The data were statistically analyzed by a Pearson product moment correlation technique and a partial correlation analysis. The criterion for significance was established at the .05 level prior to the investigation.

Positive and significant relationships were found between Piagetian Battery Total and Prereading scores for total kindergarten subjects and these subgroups: male (N = 17), female (N = 8), white (N = 22). The relationships between Piagetian Battery Total and Total Reading scores were positive and significant for total subjects in the first, second and third grade sample and all subgroups: male (N = 60), female (N = 66), black (N = 15), white (N = 111), grade 1 (N = 39), grade 2 (N = 40), grade 3 (N = 47). The strongest relationship was found to exist in the second grade subgroup. The results of partial correlation analyses of the demographic variables indicated that sex, and grade placement were not statistically significant contributing variables within the context of the total sample.

On the basis of these findings the following implications were made: (a) That instruction based on concrete experience and interaction with people and materials be considered as the basic for facilitating the development of concepts and language. (b) That instructional techniques to encourage children to interact with the thoughts of the writer and with other individuals in setting purposes for reading be considered as the basis for facilitating comprehension and concept formation.

AN EXPLORATION INTO THE RELATIONSHIP OF TELEVISION VIEWING, LISTENING, AND THE READING COMPREHENSION ABILITY OF SEVENTH AND EIGHTH GRADE STUDENTS

Order No. DA8319919

MCLAUGHLIN, ANN MAUREEN, ED D. *Boston University School of Education*, 1983. 236pp. Major Professor: Thomas E. Culliton, Jr.

This study was conducted for the purpose of examining the relationship of television viewing, listening and the literal and inferential reading comprehension of seventh and eighth grade students. This exploratory study was also interested in the characteristics of that relationship among reading ability subgroups: accelerated, developmental, and corrective/remedial.

Subjects for this study were 120 seventh grade students and 120 eighth grade students from an urban school system in Northeastern Pennsylvania. The subjects were stratified by reading ability and I.Q., based on the results of the *Stanford Diagnostic Reading Test* and the *Otis Mental Ability Test*, into three ability groups: accelerated, developmental, and corrective/remedial.

Subjects from each ability group were then randomly assigned to one of four groups: E_1, E_2, E_3 or C. Group E_1 read television scripts, viewed videotapes, and completed comprehension quizzes. Group E_2 read the television scripts, listened to the audiotapes, and responded to the quizzes. Group E_3 read the scripts and completed the quizzes. Group C did not participate in the study.

The study employed a pre-test, post-test design. The exposures to the treatment took place on a weekly basis for twelve consecutive weeks. The data were collected by the reading teachers. The *Stanford Diagnostic Reading Test* was the standardized measure utilized for pre-test and post-test assessment.

Analyses of variance were used to answer questions about the differences in total, literal, and inferential reading across study groups and across ability subgroups. Scheffe analyses of pair-wise comparisons were applied to respond to questions concerning the effectiveness of the modes of presentation.

Based on the above statistical measures the following conclusions were found: (I) There are significant differences in the total, literal, and inferential reading comprehension of seventh and eighth grade students when various modes of presentation are employed. (II) There are significant differences between reading ability subgroups when various modes of presentation are utilized. (III) Utilization of videotapes and audiotapes to complement the reading television scripts is significantly more effective than utilizing the scripts alone or regular classroom reading materials.

ENVIRONMENTAL PRINT IDENTIFICATION BY PRESCHOOL CHILDREN

Order No. DA8321529

MASONHEIMER, PATRICIA ELAINE. PH.D. *University of California, Santa Barbara*, 1982. 220pp.

A survey and two experiments examined preschool children's ability to identify environmental print. The survey examined the influence of age, sex, familiarity, and family background on environmental print identification. Children were asked to identify the print in a series of twenty-one color photographs. Information on the amount of time the child was read to and spent watching television and the child's familiarity with each print sample was obtained from the children's parents.

All children were able to identify some print samples. While age affected the number of print samples children could identify, sex did not. Amount of television watched, familiarity with the print sample, and ability to identify letters of the alphabet influenced ability to identify print samples. Being read to did not affect print identification ability. A list of print samples children could identify was obtained. Factors print samples shared in common was determined.

The experiments were designed to determine how children identify environmental print. The most frequently identified print stimuli from the survey were used as experimental stimuli. Subjects were given a reading screening test to determine whether or not they were already reading. Responses obtained from readers were analyzed separately from responses obtained from nonreaders. Behaviors of the two groups were then compared.

In Experiment I the print sample was presented with decreasing amounts of environmental information to determine the role of the environment in print identification. The role of color, logo, and distinctive print style was examind. As environmental information was decreased nonreaders were able to identify fewer and fewer print samples. Color and distinctive print style were not important factors for identification; logo, however, was. Readers correctly identified the print samples regardless of the amount of environmental information which accompanied them.

In Experiment II letters were changed in the initial, medial, and terminal portions of print samples presented with logo to determine the role print plays in environmental print identification. Children were asked to identify the print sample, note the print change, and detect the print change in a comparison task. Nonreaders identified the environment (logo) and not the print. Preschool readers read the print with letter change, noting the change as they did so.

THE EFFECTS OF CLINICAL SUPERVISION ON PUPIL ACHIEVEMENT IN READING

Order No. DA8319101

MAYFIELD, JEAN ERNST, ED.D. *Wayne State University*, 1983. 233pp. Adviser: Dr. Roger DeMont

The primary purpose of this study was to explore the relationship of clinical supervision to pupil achievement. The study was designed to explore five general questions: (1) Comparing scores of experimental pupils who received the clinical supervision with the scores of control pupils who did not receive clinical supervision, which group scored higher on the California Achievement Test? (2) Comparing the experimental teacher group with the control teacher group, which group revealed differences in reading achievement that were statistically significant as measured by the California Achievement Test? (3) Based on the data in the study, which method of instructional supervision--clinical or traditional supervision--could be adjudged as statistically significant for higher pupil reading levels? (4) How effective was the clinical supervision process in the professional staff's opinion? (5) On the basis of the findings, what recommendations are warrented for future consideration in supervision and research in supervision?

The sample consisted of 240 third grade public school pupils; 152 who received clinical supervision, and 88 who did not. Data were collected from pre and post city-wide tests administered yearly to pupils in the Detroit Public Schools. Additional data were reported by principals and teachers, and an analysis of covariance.

The findings in the study were as follows: There were significant differences between the clinical supervision (CS) and non-clinical supervision (NCS) group. The CS group scored higher on the reading comprehension test. Analysis of variance of the CS and NCS groups indicated significant differences attributed to teacher effects. For the NCS groups, the means were 1.6 and 2.0, while mean scores of the CS group ranged from 1.8 to 2.2. Analysis of the questionnaire revealed strong support for clinical supervision by the professional staff.

The findings suggest a further examination of the effects of clinical supervision on pupil achievement in the schools.

APPROPRIATENESS OF SELECTION OF READING MATERIAL BY FIFTH-GRADE STUDENTS WITH ACCURATE AND INACCURATE SELF-CONCEPTS

Order No. DA8314614

MAYHALL, WILLIAM FRANKLIN, PH.D. *New Mexico State University*, 1983. 100pp. Chairman: Dr. Douglas G. Muller

There has been little research in the area of accuracy of self-concept and its relatedness to decision-making which requires self-information. Most theorists indicate that the self-concept should reflect the actual life situation of the individual, that is, that there should be a high degree of consistency between how one behaves and how he reports himself as behaving. Fitts (1972) proposed that the person who has a clear, consistent, positive and realistic self-concept should generally behave in healthy, confident, constructive and effective ways. Positive, accurate self-concepts should be reflected in behavior that represents good adjustments and negative, inaccurate self-concepts should be reflected in behavior that represents poor adjustment (McCandless, 1967). While this assertion is frequently applied to the educational context, relatively little systematic research has been directed at verifying that accuracy of self-concept is a variable related to student behavior.

The present study explored accuracy of self-concept in an educational setting. In particular, it examined the relationship between both reading and general academic self-concepts and appropriateness of selection of reading material. Accuracy of self-concept and its relationship to self-esteem was also examined. In addition, the question of whether accuracy of self-concept was a global or a specific characteristic was explored.

Method. Subjects were fifth-grade students in regular classrooms. Each subject was administered a reading self-concept inventory, the Self-descriptive Inventory (1977), and a reading material selection task. Current Comprehensive Tests of Basic Skills (1968) scores were used to determine accuracy of reading and academic success self-concepts. Teacher ratings of classroom behavior were obtained. Two accurate groups of children (high self-concept/high academic performance; low self-concept/low academic performance) were selected, and two inaccurate groups (high self-concept/low academic performance; low self-concept/high academic performance).

Results. It was found that accuracy of reading and general academic self-concepts was not related to appropriateness of reading material selected, nor to self-esteem. In addition, accuracy of self-concept was found not to be a global characteristic.

Implications. Results of the study are in accord with the findings of Chambliss, Muller, Hulnick and Wood (1978) which was performed in the area of peer-relations self-concept. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

ADMINISTRATIVE DETERMINATIONS CONCERNING FACILITIES UTILIZATION AND INSTRUCTIONAL GROUPING: AN ANALYSIS OF THE RELATIONSHIP(S) BETWEEN SELECTED THERMAL ENVIRONMENTS AND PREFERENCES FOR TEMPERATURE, AN ELEMENT OF LEARNING STYLE, AS THEY AFFECT WORD RECOGNITION SCORES OF SECONDARY SCHOOL STUDENTS Order No. DA8322766

MURRAIN, PEGGY GRAY, ED.D. *St. John's University*, 1983. 140pp.

The purpose of this research was to investigate the relationship between selected thermal environments and students' diagnosed preferences for Temperature, an environmental element of learning style, as they affect the word recognition scores of seventh grade students and suggest implications for facilities utilization and instructional grouping.

The Dunn, Dunn and Price (1979) Learning Style Inventory (LSI) was administered to 268 seventh grade students in a suburban junior high school to diagnose their preferences for Temperature. On the basis of the LSI Individual Profile, students revealed a preference for either a warm or cool instructional environment, or no preference at all.

Subjects were assigned randomly and equally to experimental groups. All subjects were tested twice, once in an instructional setting which was congruent with their Temperature preferences and once in an environment which was incongruent with their preferences. The warm classroom was maintained at a temperature of 80°F.; the cool room was 60°F. A 2 x 2 Analysis of Variance compared the word recognition scores achieved by students in each environment. Warm preferenced students evidenced higher scores in the warm room than in the cool setting; students with a preference for cool temperatures scored better in the 60°F. room. Means followed anticipated trends; the ordinal interaction reached a .10 level of significance. Overall, higher scores were attained in an environment congruent with students' diagnosed thermal preferences. The results were particularly profound in view of the only marginal preferences indicated by the learning style profiles of subjects in this investigation. These data clearly indicated that even a marginal preference, and not necessarily an extreme preference, can exert sufficient strength to be used as a predictor of academic achievement. The findings of this investigation and a review of the related literature indicate that administrators should include thermal preferences as a criterion in facilities utilization, scheduling of major examinations, and in planning the instructional environment. This study supports previous research concerned with the elements of learning style (Pizzo, 1981; Krimsky, 1982; and Shea, 1983).

A DESCRIPTIVE ANALYSIS OF THE EFFECTS OF A MODEL OF FLEXIBLE SCHEDULING ON ACHIEVEMENT IN READING Order No. DA8315661

WOOD, FRED SIMPSON, JR., ED.D. *The University of North Carolina at Greensboro*, 1983. 118pp. Director: Dr. Sandra M. Powers

It was the purpose of this study to investigate the effects of a model of flexible scheduling on achievment in reading for primary school children. It was hypothesized that the model of flexible scheduling would reduce the fragmentation of the primary school day and increase the time allocation to the language arts and reading instruction. It was also hypothesized that any increase in the time allocations to the subject area of reading would result in an increase in "academic learning time" (ALT) and more achievement in reading.

The subjects were 70 students in the primary school using the model of flexible scheduling and 187 students in four comparison schools (primary level). Two of the comparison schools used some form of scheduling and two did not. The subjects were not randomly selected but were considered to be representative of all students in the school populations.

The data were collected using a pretest/posttest pre-experimental design over a six-month period of time for the 70 subjects and by calculating gain scores (scale scores) in reading for the 187 students at the comparison school and 46 of the 70 subjects at the intervention school over a three-year period of time. Teachers at Brown Summit Primary School who worked with the implementation of the scheduling model responded to a questionnaire on the effects of the scheduling model on fragmentation and reading achievement. These data were analyzed using a *t* test and by summarizing the responses to the questionnaire.

The results of the study showed that hypothesis one, that the model of flexible scheduling would reduce the fragmentation of the school day and increase the time allocation to language arts and reading was accepted. Hypothesis two, that increased time allocations to reading would provide for more academic learning time and increase achievement in reading was rejected.

A COMPARISON OF READING ACHIEVEMENT AND SCHOOL ATTITUDES OF RURAL SEVENTH-DAY ADVENTIST MULTI-GRADED STUDENTS AND PUBLIC SCHOOL SINGLE-GRADED STUDENTS IN THE STATE OF ARKANSAS

ZABOLOTNEY, ARLENE BOYKO, ED.D. *Brigham Young University*, 1983. Chairman: W. Dwayne Belt

This study compared fourth grade students' reading achievement and attitudes towards reading and school between the rural multi-grade Seventh-day Adventist schools and the rural one-grade public schools. The correlation between attitude toward reading and reading achievement was also determined. The data was analyzed by using analysis of variance and analysis of covariance. The basic results were: (a) there was no statistically significant difference in the reading achievement of the students between the two types of classrooms, (b) there was no statistically significant difference between the achievement of the male and female students within the classrooms, (c) the students attitudes towards school and reading were significantly more favorable in the one-grade rural public fourth grade classrooms, (d) there was a significant correlation between the attitude toward reading and reading achievement within both schools used for this study.

Copies of the Dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3043